

# Local Government Sector Education Training Authority

**MUNICIPAL INDABA  
11 – 12 SEPTEMBER 2008**

# LGSETA STRATEGIC ORIENTATION & MANDATE

## THE LEGISLATIVE FRAMEWORK

- o Skills Development Act
- o Relations Act of 1996
- o LGSETA Constitution
- o Skills Development Levy Act
- o SAQA Act
- o PFMA Schedule 3
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- o Constitution of South Africa 1996
- o Municipal Structures Act
- o Municipal Systems Act
- o Municipal Finance Mgt Act
- o Property Rates Act
- o Other Local Govt Acts (136)

THE NATIONAL SKILLS  
DEVELOPMENT STRATEGY  
(NSDSII)  
National Targets to 2010

BUSINESS PLAN  
ANNUAL  
(April- March)

Service Level Agreements  
(SLA)  
LGSETA Targets  
(Annual)

SECTOR  
SKILLS PLAN  
(SSP)

Long-Term  
Strategy

# PROFILE OF THE SECTOR AS LINKED TO WATER SERVICES

- 255 (90%) of the 283 local authorities pay levies and submit detailed WSPs timeously (as at 1/7/2008 – 268 or 95% submitted their WSPs)
- Levy income of LG sector approx R 237m
- Approx R 111m paid annually in mandatory grants to the sector ( 94% of 50% possible mandatory grant )
- Approx 196 000 employees in sector – about 30 000 ( at all levels) involved with water services provision – estimates as general workers would in smaller municipalities multi-task.
- No of employees shows signs of increasing

# DISCRETIONARY GRANT FOCUS AREAS

Infrastructure & service delivery	RPL; Learnership; Skills programme; Bursary; apprenticeship; Internship
Financial Viability	RPL; Learnership; Skills programme Bursary; Internship
Community based participation & municipal planning	RPL; Learnership; Skills programme; Bursary; Internship
Management & leadership	RPL; Learnership; Skills programme; Bursary;
ABET	Customized ABET structured learning

# CRITIC OF THE EFFECTIVENESS OF CURRENT INTERVENTIONS

- ❖ Majority of municipalities implement generic training – non-LGSETA focus
- ❖ Mandatory grants not used for skills development
- ❖ Discretionary grants i.e. through conditional structured learning framework are un/ under utilized
- ❖ Municipalities are becoming quite skilled at identifying and planning training
- ❖ Do not implement training – learning not valued in workplace, workplace training systems are weak, procurement of training problematic, training opportunities are contested in workplace so no one ends up being trained, lack of affordable quality training providers

[ **CRITIC OF ...** ]

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**THANK YOU!**

